

I. Course: English 1001

Instructor: English Faculty

II. Course description from the current LSUE catalog:

English Composition. Lec. 3; Cr. 3.

Introductory course in writing, largely expository, accompanied by selected readings. Emphasis on basic rhetorical methods used commonly in exposition.

Prerequisite: A grade of "C" or better in ENGL 0001 or ACT English score of 18 or greater.

III. Textbook(s) and other required materials:

Hodges' Harbrace College Handbook, revised 17th ed.

The Longman Reader, 9th ed.

Standard dictionary

English folder

With the approval of the Coordinator of Freshman English, supplemental textbooks, workbooks, etc. may be used--but may not replace the required texts.

IV. Evaluation/grading (policy and basis; number and frequency of tests and papers; weights of particular tests or papers; etc.):

In addition to a diagnostic theme written during the first week of the semester, the student must have a minimum of eight graded compositions by semester end. The computer must be used in writing at least one of these essays.

During the opening weeks of the term, paragraph composition will be stressed with three brief compositions assigned, written, marked, and graded. Subsequently, the instructor will teach at least four of the seven basic rhetorical devices--example, classification, comparison, process, cause/effect, definition, and analogy--that are discussed and illustrated in The Longman Reader, assigning multi-paragraph essays (400-600 words) employing each of the devices taught as a primary method of development. The final examination will also be a 400-600 word essay on a topic chosen by the student from a list provided by the instructor.

All writing assignments marked, graded, and returned to the student must be carefully and completely corrected and resubmitted to the instructor. Unless this procedure is followed, the grade will be reduced.

The student's composition grades averaged together form the basis for the semester grade; however, other graded work may be taken into consideration. For example, vocabulary and content quizzes on reading assignments, handbook exercises in grammar and punctuation, and sentence combining in supplemental texts may be averaged with the writing grades. This work, however, may not constitute a significant percentage of the term grade.

Grading Scale: A = 90 - 100
B = 80 - 90
C = 70 - 80
D = 60 - 70
F = 59 and below

V. Policies pertaining to attendance, late work, make-up work, etc.:

1. Regular attendance is mandatory.
2. All assignments must be turned in when called for in class on the dates due.
3. Students are responsible for all material discussed and/or assigned during their absences.

VI. Course Objectives:

1. To develop the student's ability to write clear, effective expository prose.
2. To develop the student's reading comprehension without which writings skills are unobtainable.
3. To introduce the student to the essay in English and to the various patterns of exposition through which it is developed.
4. To develop computer literacy by introducing the student to the basics of word processing.

VII. Major instruction objectives:

Instruct the student in

1. building unified coherent paragraphs with clearly expressed topic sentences;
2. mastering the various rhetorical patterns essential for development of the paragraph and short essay;
3. recognition and elimination of major mechanical errors including sentence fragments, comma splices, fused sentences, subject-verb and pronoun antecedent agreement problems, verb form problems, shifts in tense and point of view, misspelling of common words (including possessives and contractions), and errors in use of the comma and semicolon.
4. developing an effective working vocabulary;
5. the construction of the 500-word theme with an explicit central idea statement and clearly delineated

- introduction, body, and conclusion.
6. the careful analysis of sample essays illustrating the various expository techniques to be mastered.
7. using Microsoft Word in writing at least one paper.

VIII. General Summary of Course Content:

- A. Introductory Material
 1. Diagnostic theme
 2. Distribution of syllabus
 3. Discussion of plagiarism handout
 4. Review of major mechanical errors
- B. The paragraph
 1. Topic sentence
 2. Unity and coherence
 3. Traditional transitional devices
 4. Methods of development
- C. The multi-paragraph theme (at least four of the following patterns of exposition will be taught.)
 1. Exemplification
 2. Classification
 3. Comparison/contrast
 4. Process analysis
 5. Cause/effect
 6. Definition
 7. Analogy

The individual instructor will tailor assignments from the Harbrace College Handbook and The Longman Reader to meet the needs of his/her classes.

IX. Methods of Instruction:

Lecture, discussion, extensive and out-of-class writing and revision, student conferences, and peer tutoring (in the Learning Center).

X. Supplemental Bibliography

Elbow, Peter. Writing Without Teachers. 2nd Ed. New York: Oxford, 1998.

New York Times Index

Oxford English Dictionary

Readers' Guide to Periodic Literature

Strunk, Jr. William and E. B. White, Elements of Style. 4th ed. New York: Pearson, Allyn & Bacon, 2000.

LSUE POLICY CONCERNING STUDENTS WITH DISABILITIES

Any student who is a “qualified individual with a disability” as defined in Section 504 of the Rehabilitation Act and Title II of ADA, and who will need accommodated services (e.g. note-takers, extended test time, audiotape, tutorials, etc.) for this course must register and request services through the Office of Academic Assistance Programs, Science Building Room 150.

LSUE CODE OF STUDENT CONDUCT

“The prestige and standing of Louisiana State University at Eunice will be determined not only by its academic offerings, its faculty, and physical facilities, but also by the reputation of its students...It is the responsibility of each student at LSUE to know and observe all of the rules and regulations regarding student behavior. The LSUE Code of Student Conduct contains regulations and responsibilities applicable to the students, faculty, administration, and University. Students should consult the Code for details about their rights and obligations. Copies are available in each administration office, the library, and the Student Government Association office.”

LSU at Eunice current Catalog

The LSUE Code of Student Conduct can be accessed online:

Go to the LSUE homepage at www.lsue.edu, click on current students, click on student handbook, click on code of student conduct